

About this new unit

The new curriculum (2014) identifies a small number of objectives for Y1 that are not already covered in the Letters and Sounds phases usually taught in Y1. Whilst these objectives are identified in the curriculum as being for Y1, the curriculum clearly states that, from a statutory point of view, they only need to be taught by the end of KS1.

This unit covers all these additional objectives in a simple, familiar way for Y1.

These objectives will need to be revisited and built upon in Y2. Therefore, if your children are not ready for them in Y1, you could introduce these objectives (instead of revisiting them) in Y2. Obviously though, this could leave you with a lot to fit into Y2

Phase 5d - Daily Phonics Planning

Week 1

Adding -s and -es to words (plurals of nouns and the third person singular of verbs).

Monday	Introduce	We are learning to read words with the -s ending (and revise graphemes from Phase 5a & alternative pronunciations from Phase 5b).
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards Flashcards: Speed Trial, Flashcards: Time Challenge .
	Teach	Model blending to read a singular word – peacock . Then show the word peacocks and blend to read that. Explain simply that by adding the -s there is now more than one peacock and that we call this making the word plural. Repeat for crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales. Adding -s and -es .
	Practise	Play Countdown with plural words that revise Phase 5a or b: apricots, fields, units, headaches, herbs, ferns, pyramids, rhythms, humans, bowls, acids, boulders, chiefs, minds, shoulders, dangers. Crater Creature Countdown (Plurals ending in -s) .
	Apply	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. Emus have fluffy feathers. The chefs forgot to peel the apricots. There are lots of dangers that unicorns can face. Sentences Phase 5d .
	Assess	Make notes on assessment sheet
Tuesday	Introduce	We are learning to spell words with the -s ending where no change to the root word is needed (and revise using knowledge of best guesses – introduced in Phase 5c - to choose how to spell words).
	Revisit	Ask children to quickly write down all the graphemes they know for /ai/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ee/ . Refer back to best guess posters from Alternative Spellings /ai/ (Phase 5c) .
	Teach	Model segmenting to spell the word snails . Model thinking about how to spell the /ai/ sound. E.g. "Let me think /s/ /n/ /ai/ /l/ /s/ ." Draw sound buttons and write in the easy phonemes. "The /ai/ sound is in the middle of the word snail so it is probably either the split digraph a_e or it's ai . I think that I remember that in this word it is ai . Write the letters on a whiteboard. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for days and treats .
	Practise	Play Quickwrite (children write each word quickly on a whiteboard) with the words trays, beads, planes, whales, bees, seats, knees, trees, fields . After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	Apply	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). Do snails or snakes make the best pets? The bees in the trees give painful stings. Can whales book seats on planes? Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d .
Assess	Make notes on assessment sheet.	
Wednesday	Introduce	We are learning to read words with the -es ending.
	Revisit	Revise blending to read Phase 5b words and making alternative pronunciation choices – play Cheeky Chimps or Sneaky Squirrels for the a grapheme.
	Teach	Look at a picture of a fox . Ask children what it is? Show a picture of a few foxes . Ask children to say the word now. Repeat with pictures of a coach/coaches, box/boxes, cockroach/cockroaches a church/churches . Look at the word foxes written down. Point out that e makes an /i/ sound and the s makes a /z/ sound. Model blending /f/ /o/ /x/ /i/ /z/ foxes. Repeat with churches and wishes. Adding -s and -es .
	Practise	Play Countdown: kisses, misses, arches, lashes, cockroaches, taxes, dishes, bushes, inches, dresses, crosses, bunches, torches, beaches, wrenches, launches. Crater Creature Countdown (Plurals ending in -es) .
	Apply	Practise reading the sentences: I think that foxes may be lurking in the bushes. The boxes with crosses on them are full of cockroaches. The frog got a lot of kisses. Sentences Phase 5d .
Assess	Make notes on assessment sheet.	

Interactive resources are shown in blue. Page numbers refer to Letters & Sounds document. NB Some resources are only available to subscribers. All printable resources needed in order to carry out this planning are available to subscribers.

Adding -s and -es to words (plurals of nouns and the third person singular of verbs).

Thursday	Introduce	We are learning to spell words with the -es ending where no change to the root word is needed.
	Revisit	Ask children to quickly write down all the graphemes they know for /igh/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /oa/ . Refer back to best guess posters from Alternative Spellings /igh/ and /oa/ (Phase 5c) .
	Teach	Model segmenting to spell the word boxes . Ask children to clap out the syllables in this word. Start with the first syllable box . Remind children that they know how to spell this root word box . Then look at the second syllable /i/z/ . Ask the children if they can remember the letters that make the /i/ and /z/ sounds in this phoneme. Write boxes . Repeat with kisses and churches . Adding -s and -es .
	Practise	Play Quickwrite with the words: lashes, foxes, bunches, torches, bushes, cockroaches . After children have written each word, show whiteboards to the teacher, teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	Apply	Look at the list of words that need to have -es added. Help children to see that all these words end with hissing, buzzing or shushing sounds. Try saying some of these words with an /s/ added on and let the children see that it is virtually impossible to say the /s/ sound straight after a hissing, buzzing or shushing sound. This is why these words need /i/z/ spelt -es added to make them plural.
	Assess	Make notes on assessment sheet.
Friday	Introduce	We are learning to add -s and -es to the third person singular of verbs.
	Revisit	Briefly recap the rules for adding -s or -es . One at a time, show singular words that we have turned into plurals this week – wrench, box, beast, treat, dish, uniform, beach, mountain, bee, inch . Sort into two columns on the board – ones that need to have -s added and ones that need to have -es added (children can show which column by pointing left or right). Adding -s and -es .
	Teach	State that sometimes we add -s or -es to words for other reasons than making plurals (but that we can still use the same rules for choosing how to spell them, thank goodness). Children stand up. Show the children I jump up high . Children blend to read then act it out (on the spot). Repeat for I stamp my feet . I munch on a carrot . Instead of I jump it needs to be he ... (let children fill in the blank) . Repeat for I brush my hair. I fix rockets . Quickly and simply model how these sentences need to change when you are using the third person (talking about somebody else). Model writing: jumps, stamps, brushes, munches, fixes on the board by segmenting the root word and using the rules learned earlier in the week to decide whether to add -s or -es .
	Practise	Ask children to write wash . Then turn it into washes . Repeat with shout/shouts, dream/dreams, pinch/pinches, fix/fixes, float/floats .
	Apply	Practise writing the sentences: The frog runs away from the kisses. The cockroach bends his knees. The snake munches all the treats and sweets . Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d .
	Assess	Make notes on assessment sheet.

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Adding -er and -est to adjectives where no change is needed in the root word.

Monday	Introduce	We are learning to read adjectives that have the -er suffix added on (and revise the graphemes and strategies learned in Phase 5a and Phase 5b).
	Revisit	Practise reading the tricky words: water, where, who, again, thought, through, work, mouse, many . Tricky Trucks (Phase 5b option) .
	Teach	Model blending to read the word kind . Talk through the thought processes involved in using the strategy from Phase 5b. /k/ /i/ /n/ /d/ k/i/nd . Hang on, that's not right. I remember, the grapheme l can also make the /igh/ sound. I'll try that instead. /k/ /igh/ /n/ /d/ kind . What does kind mean? Show adding -er onto the end of kind. Briefly explain that the word kinder lets you compare how kind things are. Repeat with slow/slower and neat/neater .
	Practise	Play Countdown: lower, weaker, cheaper, meaner, smoother, shorter, stronger, darker, colder, wilder, older, lighter, sharper . Crater Creature Countdown (Adjectives with -er added) .
	Apply	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. This crocodile is kinder than that tiger. That flamingo is slower than this emu. Some people are neater than others . Sentences Phase 5d .
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning to write adjectives that have the -er suffix added on (and revise spelling strategies using the best guesses learned in Phase 5c).
	Revisit	Ask children to quickly write down all the graphemes they know for /ar/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ow/ . Refer back to best guess posters from .Alternative Spellings /ar/ (Phase 5c) .
	Teach	Model segmenting to spell the word louder . Model thinking about how to spell the /ow/ sound. E.g. "I'll start with the first syllable /l/ /ow/ /d/ ." Draw sound buttons and write in the easy phonemes The /ow/ sound is a tricky one but it isn't at the end of a word and it doesn't have an n after it so the best guess spelling is ou . The last syllable is /er/ (draw one more sound button) and at the end of a word, that sound is often spelt er . Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for meaner and older .
	Practise	Play Quickwrite using the words: prouder, neater, colder, smoother, smarter, sharper, darker, calmer . After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it.
	Apply	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). I feel prouder than I have ever done before. The sky is getting darker. You had a smarter plan than I did . Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d .
Assess	Make notes on assessment sheet.	
Wednesday	Introduce	We are learning to read the tricky words: water, where, who, again, thought, through, work, mouse .
	Revisit	Revise blending to read words containing the new graphemes learned in Phase 5a. Buried Treasure, Dragon's Den, Picnic on Pluto .
	Teach	Write the words it is with each letter on a small individual square of paper and stick these to the board. Ask the children to read the words. Point out that we don't normally say it is . We shorten it to make it quicker to say - it's . Model taking of the piece of paper with the i on it, scrumpling it up, squishing the scrumpled piece of paper into an apostrophe shape and sticking it back where it was. Point out that the other letters need shuffling up a bit so there are no spaces because it is now one word instead of two. Now model blending to read it as one new word. Repeat with do not/don't (pointing out the pronunciation change) and I will/I'll . Stress that the apostrophe goes back in the place where the letters were (not in the gap between the words) and that the apostrophe doesn't represent any sound - just missing letters.
	Practise	Play Countdown: it's, don't, I'm, didn't, can't, I'll, I'm, couldn't, I've, there's, he's, we're . Crater Creature Countdown (Apostrophes contraction) .
	Apply	Practise reading sentences. It's colder than it was on Sunday. I can't come to school because I've got a sore throat. I've tried but it's too hard and I can't do it . Sentences Phase 5d .
	Assess	Make notes on assessment sheet.

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Adding -er and -est to adjectives where no change is needed in the root word.

Thursday	Introduce	We are learning to read words adjectives with the -est ending.
	Revisit	Revise blending to read Phase 5b words and making alternative pronunciation choices – play Cheeky Chimps or Sneaky Squirrels (for the ea grapheme) .
	Teach	Look at the words kind, kinder and kindest . Point out that while we add -er to compare two things, we add -est to say that someone or something is the most kind. Model blending to read and show that kind/e/st doesn't sound right and that the -est ending actually sounds like /i/st . Model soundtalking to read the words oldest and darkest .
	Practise	Play Countdown: proudest, neatest, coldest, smoothest, smartest, sharpest, darkest, coolest, kindest, wildest . Crater Creature Countdown (Adjectives with -est added) .
	Apply	Read questions: Which animal has the sharpest teeth? Which part of your body is the strongest? What is the coldest place you have ever been to? Sentences Phase 5d .
	Assess	Make notes on assessment sheet.
Friday	Introduce	We are learning to spell words with the -est ending where no change to the root word is needed.
	Revisit	Ask children to quickly write down all the graphemes they know for /oi/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /or/ . Refer back to best guess posters from Alternative Spellings /oi/ .
	Teach	Model segmenting to spell the word lightest . Ask children to clap out the syllables in this word. Start with the first syllable light . Remind children that they know how to spell this root word light . Then look at the second syllable /i/st . Ask the children if they can remember the letters that represent the sounds in this ending. Write lightest . Repeat with strongest and weakest . Children write a selection of words on their whiteboards proudest, neatest, coldest, smoothest, smartest, sharpest, darkest, calmest, coolest, kindest, wildest .
	Practise	
	Apply	Write the sentences: You have the neatest bedroom. That shark has the sharpest teeth. I don't want to go into the deepest, darkest cave. Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d .
Assess	Make notes on assessment sheet.	

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Adding the endings -ing and -er to verbs (where no change is needed to the root word).

Monday	Introduce	We are learning to read verbs that have -ing added onto them.
	Revisit	Play Flashcards with Phase 5a graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge.
	Teach	Look at the suffix -ing . Show that it can be easily read using existing phonic knowledge. Model blending to read various words that end in -ing – eating, whirling, cartwheeling.
	Practise	Play Countdown: playing, straying, bounding, hounding, reading, treating, enjoying, destroying, twirling, yawning, drawing, whispering, chewing, launching, taunting. Crater Creature Countdown (Verbs with -ing added).
	Apply	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. I don't like people whispering when I am reading. The puppy was enjoying destroying the shoes. A great booming noise came thundering across the mountains. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning to write verbs that have the -ing suffix added on (and revise spelling strategies using the best guesses learned in Phase 5c).
	Revisit	Ask children to quickly write down all the graphemes they know for /oi/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ow/ . Refer back to best guess posters from Alternative Spellings /oi/ and /ow/ (Phase 5c).
	Teach	Model segmenting to spell the word enjoying . Model thinking about how to spell the /oi/ sound. E.g. "I'll split the word into syllables." Draw sound buttons for each syllable and write in the easy phonemes. "The /oi/ sound is at the end of the syllable joy so the best guess spelling is oy. " Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for boiling and destroying.
	Practise	Practice writing: toiling, curling, twirling, burning, squirting, joining, pointing, annoying.
	Apply	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). That annoying elephant was squirting me. I was enjoying that book. I can't help blurring things out. Reveal correctly written sentences and encourage children to check their own spellings. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are learning to read the days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
	Revisit	Play a rhyming game. E.g. Say something along the lines of, "I need a rhyme in extra quick time and the word I want a rhyme for is..." Class call out rhyming words. Keep a tally chart of how many they get before they get stuck, someone gives a word that doesn't actually rhyme, or someone repeats one that has already been suggested. Repeat for other words. Try: bat, poor, week, school or any other word. Cake Bake (Phase 1).
	Teach	Look at each day of the week. Ask children to think about where soundbuttons would go. Does the word have any tricky bits? Ask a child to soundtalk and blend to read a word and then get the whole class to repeat. Repeat with all days and then practise reading flashcards of the days of the week, aiming to get faster and faster. Days of the week.
	Practise	
	Apply	Show sentences involving days of the week, one at a time. Children read independently in their head. When everyone looks confident, read the question out loud as a class. Each child shows with thumbs up or thumbs down whether the answer to the question is true or false for them. Monday is the first day of the school week. Saturday and Sunday make up the weekend. Wednesday has more letters than any of the other days. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning to read verbs that have had -er added onto them.
	Revisit	Revise blending to read Phase 5b words and making alternative pronunciation choices – play Cheeky Chimps or Sneaky Squirrels (for the ch grapheme).
	Teach	Children stand up. Show children verbs. Ask them to soundtalk then blend to read the verb then act it out – sing, jump, scratch, listen, nibble, scream, trudge. Briefly explain that the words are easy to act out because they are action words (verbs). If you feel children are ready, look at verbs like think, guess, decide and worry – talk about the fact that these are actions that we take inside our heads so they are harder to act out. Touch also on verbs like am, can, will, was, is and explain that these are also verbs (because they describe a state of being) but they are very hard to act out on their own. Verbs: Adding -ing, -er & -ed (What are verbs?) Show that we can add an -er ending to turn the verb into a name for a person or thing (noun) that does that action. Ask the children to do each action again. Say "You jump so you are a... (jumper). You teach so you are a ... (teacher)." etc. Show the word with the -er ending each time. Remind children that they have easily been able to read the grapheme -er at the end of the word since Phase 3. Verbs: Adding -ing, -er & -ed (Adding er onto verbs).
	Practise	
	Apply	Read the sentences: A teacher also has to be a learner. The farmer was a very hard worker. She was a bit of a dreamer but a brilliant painter. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.

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Adding the endings -ing and -er to verbs (where no change is needed to the root word).

Friday	Introduce	We are learning to spell verbs that have had -er added on to turn them into a noun.
	Revisit	Ask children to quickly write down all the graphemes they know for /or/ . Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ai/ . Refer back to best guess posters from printable resource Alternative Spellings /or/ and /ai/ (Phase 5c) .
	Teach	Model segmenting to spell the word player . Model thinking about how to spell the /ai/ sound. E.g. "I'll start with the first syllable /p/ /l/ /ay/ ." Draw sound buttons and write in the easy phonemes "The /ai/ sound is a tricky one but as it is at the end of the root word, the best guess spelling is ay . The last syllable is /er/ (draw one more sound button) and at the end of a word. We know that this sound at the end of a word is often spelt er ." Write all the letters in. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for walker and charmer . Try writing: waiter, painter, burner, speaker, heater, hunter .
	Practise	
	Apply	Write the sentences: The walker would not slow down. The trainer was ready for the big race. This dragon was a bit of a charmer. Sentences Phase 5d .
	Assess	Make notes on assessment sheet.

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Adding the ending -ed to words where no change is needed to the root word.

Spelling the days of the week.

Monday	Introduce	We are learning to read verbs that have -ing added onto them.
	Revisit	Play flashcards with Phase 5a graphemes. Flashcards: Speed Trial, Flashcards: Time Challenge.
	Teach	Look at the word chill soundtalk it and blend it. Model adding -ed and model reading chilled . Initially it will sound like chill/e/d but establish that that doesn't sound right and instead we say it chill/d/ . Repeat with wish/wished and establish that it is pronounced wish/t/ . Repeat with need/needed and establish that the -ed becomes an extra syllable pronounced /i/d/ . Verbs: Adding -ing, -er & -ed (Adding -ed onto verbs).
	Practise	Use walked, wished and needed as column headers on the board. Read other words one at a time and sort them into the columns by how the -ed ending is pronounced. bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled. N.B. It can be tricky to hear the difference between the /t/ final sound and the /d/ final sound and this may depend on accent a bit. It can be easier to hear when you say the word in a sentence as this makes you say the word in a slightly more natural way. Verbs: Adding -ing, -er & -ed (Adding -ed sorting game).
	Apply	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. My feet crunched and slipped in the snow. The beast screamed, whirled around and bounded over to me. She sighed as she waited then stamped her foot and marched away. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.
Tuesday	Introduce	We are learning to write verbs that have the -ed suffix added on.
	Revisit	Practise reading the days of the week (in a mixed up order so they aren't being recalled off by heart) Wednesday, Friday, Monday, Sunday, Thursday, Saturday, Tuesday. Days of the Week (Flashcards).
	Teach	Recap the three ways that the -ed ending can be pronounced. Remind children that when it comes to spelling -ed endings, however they are pronounced, they are still written ed . Model writing: crunched, twisted, and twirled.
	Practise	Children try writing: bleated, enjoyed, shopped, helped, sighed, minded, treated, parked, sneaked, asked, bounded, screamed, turned, whirled, skipped, mended, picked, crunched, shouted, walked, sorted, waited, pulled.
	Apply	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). The dragon snorted and scorched himself. The wind twirled and whirled and twisted. The goat bleated as he munched his food. Sentences Phase 5d.
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	We are learning to write the days of the week Tuesday, Thursday, Friday, Sunday.
	Revisit	Play Alliteration Alligators. Split the class in half. Say a word e.g. checked . Challenge one half of the class to write down as many words as they can that start with the same sound as checked /ch/ . Get the other side of the class to count to 10 slowly and then snap their arms like alligators at which point the half who are writing have to stop. Swap roles with the other half of the class writing words that start with the same sound as shopped. Children count up how many words they got – with a partner checking the words actually do alliterate. Ask children to share what they think is the most interesting word they came up with.
	Teach	Model writing Tuesday by segmenting, drawing sound buttons, thinking about the tricky sounds and making best guesses. Repeat with Thursday, Friday and Sunday. Days of the Week.
	Practise	Speedwriting – ask children to write Sunday as many times as they can in a minute. Swap whiteboards with a partner and count all words that are correct (and legible) and have a capital letter. Repeat with Friday, Thursday and Tuesday.
	Apply	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.
	Assess	Make notes on assessment sheet.

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Adding the ending -ed to words where no change is needed to the root word.

Spelling the days of the week.

Thursday	Introduce	We are learning to write the days of the week Monday, Saturday, Wednesday .
	Revisit	Revise blending to read Phase 5b words and making alternative pronunciation choices – play Cheeky Chimps or Sneaky Squirrels (for the grapheme y) .
	Teach	Model writing Monday by segmenting, drawing sound buttons and thinking about the tricky sound. Point out that even though Monday sounds like it should be written in the same way as Sunday, it actually contains the letter o . As writers we have to train our brains to remember this. Introduce the idea of spellspeaking. If we try saying the word the way it is written a few times M/o/nday , that can help us to remember to use an o when we spell it. Repeat with Saturday . Show that because we don't stress the second syllable it becomes a squashed up /uh/ sound which makes it hard to know how to spell it. If we spellspeak the word a few times stressing all the sounds Sat/ur/day , it can help. Look at Wednesday and show how we miss out some of the sounds altogether when we pronounce Wednesday . Again try spellspeaking it as Wed-nes-day as a reminder to include all the letters. For some children, knowing the origin of some of the words may be helpful in remembering how to spell them. E.g. Monday is named after the moon and Saturday is named after Saturn. Days of the Week .
	Practise	Speedwriting – ask children to write Monday as many times as they can in a minute. Swap whiteboards with a partner and count all words that are correct (and legible) and have a capital letter. Repeat with Saturday and Wednesday .
	Apply	Ask children to pick a day that they have just been rehearsing and write a sentence about it. Then try writing a sentence that includes two of the days.
	Assess	Make notes on assessment sheet.
Friday	Introduce	We are learning to add the suffix -ed to words.
	Revisit	Ask children to quickly write down all the graphemes they know for /n/ (n, gn, kn) . Then write down all the graphemes they know for /s/ (s, ss, se, c, ce) .
	Teach	Dictate a poem to the children that uses days of the week and verbs with -ed endings. Find one or adapt this one to suit your children.
	Practise	On Monday I climbed a tree.
	Apply	On Tuesday I twisted my knee.
		On Wednesday I blew up a balloon. On Thursday I zoomed to the moon. On Friday I went to the park On Saturday I splashed with a shark On Sunday I didn't do a lot.
Assess	Look at the poem written down and children mark the spellings of the words that we have been working on and make corrections as necessary.	
Assess	Make notes on assessment sheet.	

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Adding the prefix un- and spelling compound words.

Monday	Introduce	We are learning to read words with the prefix un- .
	Revisit	Revise alternative pronunciation of graphemes from Phase 5b by playing Cheeky Chimps or Acorn Adventures (for ey) .
	Teach	Show the word kind (model using strategies learned in Phase 5b to read it). Ask children to act out being kind. Add un- in front of kind to make unkind . Read again. Ask children to act out doing something unkind (you might have to remind them not to touch each other). Repeat with happy/unhappy, lock/unlock . Discuss the fact that un- changes the word's meaning a lot.
	Practise	Play Countdown with the words unfair, unloaded, untrue, unscrew, unmade, unripe, uninvited, unwanted, unpleasant, unfunny, unwrapped, unwritten, untried, unknown . Crater Creature Countdown (Words beginning with un-) .
	Apply	Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. The unhappy elephant felt unwanted. It was an unwritten rule that presents were unwrapped after lunch. When she unscrewed the lid of the jar, the smell was most unpleasant. Sentences Phase 5d .
	Assess	Make notes on assessment sheet
Tuesday	Introduce	We are learning to spell words with the prefix un- .
	Revisit	Sort words ending with -ed into the three different sounds that ending can make /t/ /d/ /i/d/ Verbs: Adding -ing, -er & -ed (Adding -ed sorting game) .
	Teach	Remind children that un- is simple to spell using knowledge they learned in Reception and doesn't change the root word that it is being added to. Model writing: unloaded, unwrapped, unscrewed . Remind children that when it comes to spelling -ed endings, however they are pronounced, they are still written ed .
	Practise	Play Quickwrite: unkind, unlocked, unhappy, unfair, untrue, unmade, unripe, uninvited, unwanted, unpleasant, unfunny, unwritten, untried, unknown .
	Apply	Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). I wish that door was unlocked. That is untrue and unfair. Unripe fruit can be quite unpleasant. Sentences Phase 5d .
	Assess	Make notes on assessment sheet.
Wednesday	Introduce	Using apostrophes for contractions.
	Revisit	Rehearse clapping out syllables in the names of children in the class.
	Teach	Revisit turning I have into its contracted form by writing each letter on a separate piece of paper, removing the necessary letters and scrumpling them up to make an apostrophe then sticking it back where the letters were removed.
	Practise	Play Countdown with: it's, don't, I'm, didn't, can't, I'll, I'm, couldn't, I've, there's, he's, we're . Crater Creature Countdown (Apostrophes contraction) .
	Apply	Practise reading sentences. I've had a really amazing week. I can't eat the soup because there's a fly in it. We're waiting for my dad because he's late today. Sentences Phase 5d .
	Assess	Make notes on assessment sheet.
Thursday	Introduce	We are learning to read compound words.
	Revisit	Rehearse alternative pronunciations of graphemes from Phase 5b. Play Cheeky Chimps or Acorn Adventures (for a) .
	Teach	Explain that there are three kinds of words simple, complex and compound (there are child friendly explanations and examples on Compound Word Splat). Briefly state that for the last few weeks we have been looking at building complex words by adding on bits like un-, -ing, -ed, -s etc that don't make sense on their own. Today we are looking at compound words where two words that make sense on their own come together to make one word.
	Practise	Play Compound Word Splat .
	Assess	Make notes on assessment sheet.

Interactive resources are shown in blue. Page numbers refer to Letters & Sounds document. NB Some resources are only available to subscribers. All printable resources needed in order to carry out this planning are available to subscribers.

Adding the prefix un- and spelling compound words.

Friday	Introduce	We are learning to spell compound words.
	Revisit	Write down all the alternative graphemes known for the /ai/ phoneme and for the /ee/ phoneme.
	Teach	Model spelling a compound word football by thinking about each word at a time and following the usual steps for figuring out tricky phonemes. Repeat with moonlight, playground .
	Practise	Play Quickwrite: lunchbox, helpdesk, weekend, campsite, waterfall, bluebell, everyone, everything, anyone, downstairs, earthworm, cornflakes, dustbin, woodland .
	Apply	Ask children to work with a partner to write a sentence using two compound words (or three if they want to really challenge themselves).
	Assess	Make notes on assessment sheet.

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